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ABSTRACT

Trends that are already visible on the educational horizon point to additional changes in the role that community colleges can play in the future. First, major shifts in higher education enrollments suggest that participation in informal learning experiences, minority student enrollments, and adult part-time enrollments will increase. Second, the number of providers of lifelong learning programs, such as employers, labor unions, professional associations, and community organizations, is increasing, leaving higher education to provide a little over one-third of the organized learning opportunities available for adults. Third, the jobs, economy, and lifestyles of the future will be based on the creation and distribution of information. Fourth, keeping up with the growth of new knowledge will require people to be broadly educated with the skills to analyze, synthesize, and apply that knowledge. Fifth, systems whereby credit is awarded for learning experiences are becoming increasingly unclear. Sixth, the proportion of part-time faculty has risen along with the proportion of part-time students. Seventh, public governance is increasing while public support is declining. Finally, new technologies will afford more alternatives in educational delivery. In sum, these trends mean that an array of exciting challenges and opportunities awaits the field of continuing adult education. To meet these challenges, community colleges must not lose sight of the need to remain flexible and innovative, and to take risks. (EJV)

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Program Planning for the Nineties

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"PROGRAM PLANNING FOR THE NINETIES"

BY

WENDELL SMITH

IT HAS BEEN MY OBSERVATION THAT MOST CHANGE IN HIGHER EDUCATION COMES FROM FORCES EXTERNAL TO THE INSTITUTION--FACTORS SUCH AS THE DEMOGRAPHICS OF THE BIRTH RATE, MIGRATION PATTERNS, DIRECTIVES FROM GOVERNMENTAL REGULATORY AGENCIES, SWEEPING COURT DECISIONS, SHIFTS IN JOB MARKETS, AND THE LIKE. IN MY JUDGMENT, THE BEST PLANNING MANUAL FOR HIGHER EDUCATION TODAY IS ACADEMIC STRATEGY. THIS BOOK IS FOUNDED ON THE PREMISES OF EXTERNAL FORCES (KELLER 1983).

I CONTEND THAT THE EXTERNAL PRESSURES FOR CHANGE HAVE LONG BEEN OVERLOOKED BY OUR HIGHER EDUCATION COMMUNITY. THIS SITUATION IS FAR MORE PREVALENT AT UNIVERSITIES THAN IT IS AT COMMUNITY COLLEGES. YET NONE OF US, IN MY JUDGMENT, FULLY CONSIDER THE EXTERNAL PRESSURES FOR CHANGE. A NEW WIDE-ANGLE LENS SHOULD BE INCORPORATED IN OUR PLANNING WHICH INCLUDES A GREAT VARIETY OF EDUCATIONAL PROVIDERS AND AN UNPRECEDENTED DIVERSITY OF LEARNERS OF ALL AGES.

VIEWING TRENDS THAT ARE ALREADY VISIBLE ON THE EDUCATIONAL HORIZON, I ARRIVED AT NINE SITUATIONS THAT SUGGEST CHANGES IN THE ROLE THAT OUR INSTITUTIONS CAN PLAY IN THE SOCIETY OF THE FUTURE.

SITUATION I-MAJOR CHANGES ARE OCCURRING IN HIGHER EDUCATION ENROLLMENTS

ACCORDING TO THE NATIONAL CENTER FOR EDUCATIONAL STATISTICS, THERE ARE APPROXIMATELY 120 MILLION PERSONS 25 YEARS OF AGE OR OLDER IN OUR POPULATION. TWENTY PERCENT (OR 24 MILLION) OF THESE ADULTS ARE ANNUALLY INVOLVED IN A FORMAL LEARNING EXPERIENCE. STATISTICAL STUDIES WHICH ENCOMPASS LESS FORMAL LEARNING EXPERIENCES SUCH AS THOSE IDENTIFIED BY ALAN TOUGH AT THE ORANTIA INSTITUTE OF STUDIES HAVE BEEN ANALYZED BY THE COLLEGE BOARD. THESE STUDIES INDICATE THAT APPROXIMATELY ONE-HALF OF OUR ADULT POPULATION IS ENGAGED IN AT LEAST ONE LEARNING EXPERIENCE EACH YEAR. IN POST-SECONDARY EDUCATION ALONE, IT IS ESTIMATED THAT

CONTINUING EDUCATION ENROLLMENTS HAVE INCREASED 12% PER YEAR IN EACH OF THE PAST FIVE YEARS.

AS FOR THE TRADITIONAL SIDE OF OUR HIGHER EDUCATION COMMUNITY, THERE IS CONSIDERABLY LESS OPTIMISM. THE CENSUS BUREAU REPORTS THAT THE TRADITIONAL 18-24 YEAR OLD COLLEGE AGE POPULATION WILL DECLINE 29% BETWEEN 1982 AND 1992. WHEN THE NEW TRADITIONAL AGE ENROLLMENT INCREASES, IT WILL BE IN PREDOMINANTLY BLACK, ASIAN, AND HISPANIC ETHNIC GROUPS. HAROLD HODGKINSON, RESIDENT SCHOLAR AT THE AMERICAN COUNCIL ON EDUCATION ESTIMATES THAT BY 1990, ONE-FOURTH OF OUR POPULATION WILL BE MINORITY PERSONS. (KELLER 1986)

TODAY, THE MOST RAPIDLY GROWING POPULATION OF COLLEGE STUDENTS CONSISTS OF ADULT PART-TIME LEARNERS. STUDENTS BETWEEN 25 AND 34 YEARS OF AGE INCREASED 27% IN THE PAST FIVE YEARS. FOR THOSE OVER 35 YEARS OF AGE, THE INCREASE WAS 44%. MORE THAN ONE-THIRD OF ALL COLLEGE STUDENTS IN THE UNITED STATES ARE NOW AGE 25 YEARS OR OLDER, AND 72% OF THESE STUDENTS ATTEND PART-TIME (CHRONICLE OF HIGHER EDUCATION, MAY 1985 P. 1). FIGURES ONE AND TWO ILLUSTRATE THE JOB SKILLS NEEDED FOR THE 1990'S AND THE TEN MOST RAPIDLY GROWING JOBS.

SITUATION II--THE NUMBER OF PROVIDERS OF LIFELONG LEARNING PROGRAMS IS INCREASING

INSTITUTIONS OF HIGHER EDUCATION NO LONGER ENJOY A MONOPOLY ON THE PROVISION OF EDUCATIONAL SERVICES. ADULTS WHO ENROLL IN OUR CLASSES VOLUNTARILY CHOOSE THAT OPTION FROM A LARGE NUMBER OF POSSIBLE ALTERNATIVES, INCLUDING COURSES OFFERED BY EMPLOYERS, LABOR UNIONS, PROFESSIONAL ASSOCIATIONS, COMMUNITY

ORGANIZATIONS, AND A HOST OF OTHER PROVIDERS. HIGHER EDUCATION TODAY PROVIDES A LITTLE OVER ONE-THIRD OF THE ORGANIZED LEARNING OPPORTUNITIES FOR ADULTS. THE REMAINING TWO-THIRDS IS PROVIDED BY A VAST ARRAY OF SCHOOLS AND NON-COLLEGIATE PROVIDERS, MANY OF WHOM OFFER EVERYTHING THAT COLLEGES DO AND MORE. THEY MAY OFFER CREDIT DEGREES, EDUCATION LEADING TO PROMOTION, LICENSURE, AND PERSONAL FULFILLMENT.

AS AN EXAMPLE, THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT ESTIMATES THAT INDUSTRY SPENDS 60 BILLION DOLLARS ANNUALLY ON THE EDUCATION AND TRAINING OF EMPLOYEES (EURICH 1985). INCIDENTALLY, 60 BILLION IS THE APPROXIMATE AMOUNT OF THE ANNUAL EXPENDITURE OF ALL OF HIGHER EDUCATION INSTITUTIONS COMBINED (PUBLIC, PRIVATE, TWO-YEAR, FOUR-YEAR, AND GRADUATE LEVEL) [LYNTON 1982]. AETNA, XEROX, IBM, BURGER KING, AND THE U.S. GOVERNMENT HAVE BUILT CAMPUSES WITH CLASSROOMS AND RESIDENCE HALLS THAT RIVAL ANYTHING OFFERED IN ANY OF OUR INSTITUTIONS. THE AMERICAN COUNCIL ON EDUCATION INVENTORIES OVER 1000 COURSES OFFERED BY MORE THAN 100 CORPORATIONS WHICH ARE WORTHY OF ACADEMIC CREDIT. COMPLETE DEGREE PROGRAMS ARE AVAILABLE AT MANY CORPORATIONS. RAND HAS A PH.D., ARTHUR D. LITTLE OFFERS AN MBA PROGRAM, WANG COMPUTER LABORATORIES HAS A MASTER'S DEGREE IN SOFTWARE ENGINEERING, AND BACHELOR'S DEGREE PROVIDERS INCLUDE XEROX, R.J. REYNOLDS, AND GENERAL MOTORS TO NAME ONLY A FEW (EURICH 1985).

IN A RECENT PREDICTION, U.S. NEWS AND WORLD REPORT STATES:

> INDUSTRY, FOR ONE, WILL BECOME MUCH MORE INVOLVED IN EDUCATION AND JOB TRAINING. HUNDREDS OF CORPORATIONS WILL GRANT DEGREES, MOST OFTEN IN HIGH TECHNOLOGY, SCIENCE AND ENGINEERING, WHERE STATE-OF-THE-ART EQUIPMENT AND RESEARCH WILL SURPASS THAT ON MOST CAMPUSES (THE NEW YORK TIMES, MAY 9, 1983).

IT IS ESTIMATED THAT BETWEEN 200 AND 300 LARGE COMPANIES ACCOUNT FOR ONE-HALF OF THE FORMAL TRAINING PAID FOR BY BUSINESS AND INDUSTRY. AN ARTICLE IN THE CHRONICLE OF HIGHER EDUCATION THIS PAST MONTH MAKES AN EXCELLENT POINT FOR PUBLIC HIGHER EDUCATION BY STATING "SMALL BUSINESSES WHICH GENERATE MOST OF THE NEW JOBS OFTEN CANNOT AFFORD TO PAY FOR EMPLOYEE TRAINING. (CHRONICLE, SEPTEMBER 17, 1986 P. 37)

THE NEWEST ENTRY, THE NATIONAL TECHNOLOGICAL UNIVERSITY, IS A SPACE AGE MODEL WHICH BEGAN OPERATING LAST FALL FROM ITS CENTRAL OFFICE AT FORT COLLINS, COLORADO (NO CAMPUS NECESSARY). NTN BROADCASTS VIA STATELLITE VIDEO COURSES OFFERING MASTER'S DEGREES IN ENGINEERING TO STUDENTS IN CORPORATE CLASSROOMS AND THEIR HOMES THROUGHOUT THE COUNTRY. ELECTRONIC MAIL IS USED FOR STUDENT FEEDBACK.

PROFESSIONAL ASSOCIATIONS ALSO ARE BECOMING THE BUILDERS OF VAST EDUCATIONAL NETWORKS. THE AMERICAN MANAGEMENT ASSOCIATION CONDUCTS 3,200 PROGRAMS ANNUALLY AND ENROLLS 100,000 LEARNERS, BUT EVEN THEY HAVE NO CORNER ON THE MARKET FOR BUSINESS EDUCATION. IT IS ESTIMATED THAT 3,000 DIFFERENT PROVIDERS, MANY OF THEM PRIVATE ENTREPRENEURS, CONDUCT SOME 40,000 PUBLIC BUSINESS SEMINARS EACH YEAR (CROSS 1984). THUS, THIS SITUATION STATES THAT HIGHER EDUCATION FACES UNACCUSTOMED COMPETITION FROM OTHER PROVIDERS OF EDUCATION IN THE SOCIETY.

SITUATION III--WE ARE MOVING INTO AN INFORMATION DISTRIBUTION SOCIETY

SITUATION THREE OBSERVES THAT EDUCATION WILL PLAY NEW ROLES IN THE SOCIETY OF THE FUTURE. THERE IS WIDESPREAD AGREEMENT NOW THAT WE ARE FACING A MAJOR

REVOLUTION IN SOCIETY. IT HAS BEEN CALLED THE THIRD WAVE, THE INFORMATION SOCIETY, AND THE TECHNOLOGICAL REVOLUTION. WHATEVER ITS NOMENCLATURE, THE DIRECTION SEEMS CLEAR. JOBS, THE ECONOMY, AND LIFESTYLES WILL BE BASED ON THE CREATION AND DISTRIBUTION OF INFORMATION. IN 1950, ONLY 17% OF THE JOBS IN THE UNITED STATES INVOLVED THE PROCESSING OF INFORMATION. TODAY MORE THAN 60% OF ALL WORKERS ARE CREATING, PROCESSING, OR DISTRIBUTING INFORMATION (NAISBITT 1982). TAKING NOTE OF SUCH CHANGES, THE OFFICE OF TECHNOLOGY ASSESSMENT OF THE UNITED STATES CONGRESS CONCLUDED THAT "THE SO-CALLED INFORMATION REVOLUTION, DRIVEN BY RAPID ADVANCES IN COMMUNICATIONS AND COMPUTER TECHNOLOGY, IS PROFOUNDLY AFFECTING AMERICAN EDUCATION. IT IS CHANGING THE NATURE OF WHAT NEEDS TO BE LEARNED, WHO NEEDS TO LEARN IT, WHO WILL PROVIDE IT, AND HOW IT WILL BE PROVIDED AND PAID FOR." (OTA 1982). RECK NIEBHR, PAST PROVOST AT TEMPLE UNIVERSITY, IN A PRESENTATION TO OFFICERS OF LIFELONG LEARNING ASSOCIATIONS PERHAPS HAS BEST ILLUSTRATED THE SOCIETAL CHANGES WHICH ARE TRANSPIRING AND THEIR IMPACT OF HIGHER EDUCATION AS THREE PARADIGMS (SEE FIGURE TWO) [SMITH 1983].

PETER DRUCKER, A LEADING MANAGEMENT THEORIST, PREDICTS THAT UP TO 15 MILLION JOBS IN MANUFACTURING WILL BECOME OBSOLETE IN THE NEXT DECADE. IN 1975, THE AVERAGE WORKER WAS 28 YEARS OLD. IN 1990, THE AVERAGE WORKER WILL BE 40 YEARS OLD. THE NUMBER OF WOMEN WORKING IN THE UNITED STATES HAS RISEN 21 MILLION, OR 95% IN THE LAST TWO DECADES. THE GOVERNMENT PREDICTS THAT TWO-THIRDS OF THE NEW ENTRANTS TO THE WORKFORCE WILL BE WOMEN. CLEARLY, WE CAN SEE THE CONTINUING PATTERN FOR AN INFORMATION SOCIETY'S INCREASED PARTICIPATION IN LIFELONG LEARNING.

SITUATION IV--PEOPLE SHOULD BE EDUCATED TO BE LIFELONG LEARNERS

IN THE UNITED STATES, WE TEND TO EQUATE LIFELONG LEARNING WITH ADULT EDUCATION. IN EUROPE, IT IS QUITE CLEAR THAT LIFELONG LEARNING BEGINS AT BIRTH AND ENDS AT DEATH.

THE FUTURE LEARNING SOCIETY WHICH I ENVISION FOR THE U.S. WILL REQUIRE SOPHISTICATED CONSUMERS OF EDUCATIONAL SERVICES. MOST TRADITIONAL EDUCATION, HOWEVER, IS NOT GEARED TO THE NOTION OF TEACHERS AS EXPERTS AND STUDENTS AS ONE WAY RECIPIENTS OF INFORMATION. ALVIN TOFFLER, FUTURIST AUTHOR OF THE THIRD WAVE, CLAIMS THAT "THE REASON SCHOOLS ARE IN DEEP TROUBLE TODAY IS THAT THEY NO LONGER SIMULATE THE FUTURE, THEY SIMULATE THE PAST." (TOFFLER 1981). DESPITE THE ARRIVAL OF THE THIRD WAVE, DOMINATED BY ELECTRONICS, TELECOMMUNCIATIONS, AND THE INFORMATION SOCIETY, OUR INSTITUTIONS AND MOST OF OUR CONTINUING EDUCATION CLASSES STILL SIMULATE THE STANDARDIZED WORK PATTERNS OF THE FACTORY.

NEW KNOWLEDGE IS CREATED FASTER THAN IT CAN BE LEARNED OR TAUGHT. BETWEEN 6,000 AND 7,000 SCIENTIFIC ARTICLES ARE WRITTEN EACH DAY, AND INFORMATION DOUBLES EVERY 5.5 YEARS (CROSS 1984). OUR PROBLEM IS NOT NECESSARILY THE SUPPLY OF INFORMATION BUT ITS SELECTION AND DELIVERY. PEOPLE NEED TO KNOW HOW TO SELECT APPROPRIATE INFORMATION, AND THEY NEED TO KNOW HOW TO USE INFORMATION IN CONCEPTUAL THINKING. THE NEED EXISTS FOR BROADLY EDUCATED PEOPLE WITH SKILLS THAT WILL SERVE AS THE FOUNDATION FOR A LIFETIME OF LEARNING. THIS CALLS FOR FEWER INFORMATION-LADDEN LECTURES AND MORE ACTIVE ANALYSIS, SYNTHESIS, AND APPLICATION OF KNOWLEDGE ON THE PART OF STUDENTS.

ONE OF THE EARLY CARNEGIE REPORTS MADE THE POINT SIMPLY AND ELOQUENTLY WHEN IT STATED THAT, RATHER THAN EDUCATION BEING "ALL OF A PART OF LIFE" AS PART OF

THE PRE-WORK RITUAL OF GOING TO SCHOOL WHICH STRETCHES FROM KINDERGARTEN THROUGH TECHNICAL SCHOOL AND COLLEGE AND UNIVERSITY EDUCATION, EDUCATION WILL INCREASINGLY BECOME "PART OF ALL LIFE". (CROSS 1984)

TEACHERS WHO NURTURE, INSPIRE, AND ASSIST IN COGNITIVE GROWTH AND INTELLECTUAL DEVELOPMENT CANNOT BE REPLACED BY MACHINES. THEY ARE OUR GREATEST RESOURCE IN THE DEVELOPMENT OF HUMAN CAPITAL.

SITUATION V CREDENTIALING SYSTEMS ARE UNCLEAR

THIS SITUATION IS RELATED TO SITUATION II WHERE WE REVIEWED THE VAST NUMBERS OF PROVIDERS OF EDUCATIONAL SERVICES AND TO THE PREVIOUS SITUATION WHERE WE ANALYZED THE NEED FOR INDIVIDUALS TO BE SOPHISTICATED EDUCATIONAL CONSUMERS AND CONCEPTUAL THINKERS.

IT IS NO LONGER CLEAR WHAT COURSES MERIT CREDIT, WHO MAY OFFER CREDIT, OR IN MANY INSTANCES, WHO NEEDS IT. THE DISTINCTION WHICH PREVAILED IN THE PAST THAT WE OFFER EDUCATION AND INDUSTRY OFFERS TRAINING CERTAINLY DOES NOT EXIST TODAY. EVEN THE CURRICULUM OFFERED BY INDUSTRY NON-DEGREE PROGRAMS RESEMBLES THE EDUCATION PROGRAMS OF OUR INSTITUTIONS. FIGURE THREE REFLECTS THE INTRODUCTORY MANAGEMENT CURRICULUM WHICH IS USED BY BURGER KING UNIVERSITY FOR ITS ENTRY LEVEL MANAGERS. THE ADVANCED MANAGEMENT PROGRAMS BY BKU CONTAINS EVEN MORE ACADEMIC THEORY, RESEARCH, AND PERSONAL DEVELOPMENT.

ON THE OTHER HAND, MANY OF THE PROGRAMS OF OUR COMMUNITY COLLEGES AND UNIVERSITIES TODAY ARE HEAVILY INVOLVED IN TRAINING.

A RELATED BLURRING OF EDUCATIONAL FUNCTIONS OCCURS IN THE DISTINCTION BETWEEN CREDIT AND NONCREDIT LERNING. WITHIN HIGHER EDUCATION, THE WATERS HAVE

BEEN MUDDIED BY SOME SHIFTING OF NONCREDIT/NON-FUNDED COURSES TO THE CREDIT/FUNDED SIDE OF THE LEDGER.

WHETHER A COURSE WAS ORIGINALLY TAKEN FOR CREDIT OR NOT IS NOT ESPECIALLY IMPORTANT TODAY. IT IS EASY TO CONVERT NONCREDIT LEARNING INTO COLLEGE DEGREES. JUST A DECADE AGO ONLY APPROXIMATELY ONE-THIRD OF OUR INSTITUTIONS GRANTED CREDIT IF STUDENTS COULD DEMONSTRATE COMPETENCIES ON STANDARDIZED EXAMINATIONS. TODAY, 84% OF ALL COLLEGES GRANT CREDIT BY EXAMINATION. TEN YEARS AGO, ONLY 14% OF THE COLLEGES WOULD CONSIDER GRANTING CREDIT FOR EXPERIENTAL LEARNING; TODAY, 41% DO. (STADTMAN 1980)

MISSOURI HAS ANOTHER DISTINCT SITUATION WHICH FURTHER COMPLICATES THE CREDIT ISSUE. WE, ALONG WITH CALIFORNIA AND ALASKA, ARE DIPLOMA MILL STATES. WE HAVE VIRTUALLY NO ACCREDITATION RESTRICTIONS ON INSTITUTIONS WHICH OPERATE WITHIN OUR CONFINES. YOU, FOR EXAMPLE, CAN OBTAIN A PH.D. FROM CLAYTON UNIVERSITY IF YOU ARE WILLING TO GIVE UP TWO WEEKS OF YOUR SUMMER VACATION AND $1,600. WE ALSO HAVE INSTITUTIONS SUCH AS THE NATIONAL COLLEGE OF EDUCATION AND CENTRAL MICHIGAN UNIVERSITY WHO ARE ACCREDITED BUT ARE OPERATING THEIR MISSOURI PROGRAMS SO FAR FROM HOME THAT THEY HAVE VIRTUALLY NO QUALITY CONTROLS.

I CONDUCTED A LITTLE STUDY LAST YEAR OF INSITUTIONS ADVERTISING DEGREE PROGRAMS IN AIRLINE MAGAZINES. I FOUND ONE THAT WOULD PRINT A DIPLOMA LISTING THE NAME OF ANY INSTITUTION OF YOUR CHOICE. ANOTHER INSTITUTION WAS OFFERING A SALE (TWO DEGREES FOR THE PRICE OF ONE). A THIRD INSTITUTION SELLS CLASS RINGS, COMMENCEMENT PHOTOGRAPHS, AND LETTERS OF REFERENCE FROM THE PRESIDENT OF THE SCHOOL. YOU CAN OBTAIN A COMPLETE TRANSCRIPT OF YOUR CHOICE BUT KEEP IN MIND

THAT LATAN HONORS WILL GENERALLY COST YOU A BIT MORE. IN A RECENT STUDY, DAVE STEWART OF THE AMERICAN COUNCIL ON EDUCATION IDENTIFIED OVER 200 SUCH DIPLOMA MILLS IN THE UNITED STATES. (STEWART 1986)

FURTHER EXAMPLES OF ACCREDITATION CONCERNS ARE READILY AVAILABLE. MY POINT IS THAT THE ROLES AND DESTIVENESS OF VARIOUS EDUCATION PROVIDERS ARE EXTREMELY UNCLEAR.

SITUATION VI--OUR INSTITUTIONS ARE INCREASINGLY PART-TIME

IN THE PAST DECADE, THE PROPORTION OF PART-TIME STUDENTS ENROLLED FOR COLLEGE CREDIT HAS GONE FROM 32% TO 50%. (CHRONICLE OF HIGHER EDUCATION, SEPT. 4, 1986, P. 32)

WHILE FACULTY OF AN EARLIER ERA MAY HAVE COMPLAINED THAT STUDENTS WERE NOT GIVING INDIVIDUAL ATTENTION TO THEIR STUDIES, TRADITIONAL STUDENTS WERE AT LEAST IN THE COLLEGE ENVIRONMENT FOR TWENTY-FOUR HOURS A DAY. FORMAL EDUCATION IS NOW CHANGING FROM A FULL-TIME COMMITMENT FOR FOUR YEARS OF A STUDENT'S LIFE TO A PART-TIME COMMITMENT FOR FORTY YEARS. THE FIRST PRIORITY OF THE ADULT LEARNER TODAY IS NOT COLLEGE, BUT JOB AND FAMILY, ETC.

NOT ONLY ARE OUR STUDENTS INCREASINGLY PART-TIME BUT SO ARE OUR FACULTY. A SITUATION THAT MANY OF OUR TRADITIONAL AND LESS SECURE FACULTY FIND EXTREMELY THREATENING. THE MOST RECENT OF THE CARNEGIE REPORT, ADVANCEMENT OF TEACHING, LIKE THE EARLIER PUBLICATION, A NATION AT RISK, DEFENDS TRADITIONAL EDUCATION AND FAILS TO RECOGNIZE LIFELONG LEARNING OPPORTUNITIES. THE REPORT RECOMMENDS THAT WE RESTRICT THE GROWING USE OF PART-TIME FACULTY MEMBERS WHO NOW CONSTITUTE 25% OF COLLEGE TEACHERS.

THE REPORT SAYS PART-TIMERS "ARE OFTEN INSECURE AND UNCONNECTED TO THE COLLEGE" AND LACK THE TIME AND OFFICE SPACE TO HELP STUDENTS." IT SAYS NO MORE THAN 20% OF THE FACULTY SHOULD BE PART-TIME. (ST. LOUIS POST DISPATCH, NOV. 2, 1986, P 1).

I CONTEND THAT PART-TIME FACULTY USUSALLY BRING A WEALTH OF REALISM TO THE CLASSROOM WHICH SERVES TO COMPLEMENT AND ENRICH THE STUDENTS' LEARNING EXPERIENCE. I PERSONALLY ENVISION THE PART-TIME SITUATION INCREASING FOR BOTH STUDENTS AS WELL AS FACULTY.

SITUATION VII PUBLIC GOVERNANCE IS INCREASING WHILE PUBLIC SUPPORT IS DECLINING

EXTERNAL REGULATORY AGENCIES SUCH AS STATE RELICENSURE BOARDS AND OUR COORDINATING BOARD FOR HIGHER EDUCATION IN MISSOURI WILL ATTEMPT INCREASED GOVERNANCE ON STATE SUPPORTED INSTITUTIONS. KANSAS HAS A GOOD EXAMPLE OF BUREAUCRATIC COORDINATION. WHEN PUBLIC INSTITUTIONS IN KANSAS OFFER CREDIT OR EVEN NONCREDIT COURSES OFF CAMPUS, A STAFF MEMBER FROM THE STATE COORDINATING BOARD MUST APPROVE THE COURSE OFFERING. THE RESULT IS KANSAS STATE UNIVERSITY AND OTHER STATE UNIVERSITIES HAVE BEEN LICENSED OUT OF KANSAS CITY AND OUT-OF-STATE UNIVERSITIES SUCH AS CENTRAL MICHIGAN HAVE MOVED IN.

ALTHOUGH COORDINATION SEEMS TO BE ON THE INCREASE, PUBLIC RESOURCES ARE ON THE DECLINE. LAST YEAR, THE AVERAGE APPROPRIATION INCREASE TO HIGHER EDUCATION FOR ALL STATES WAS 14%. MISSOURI RECEIVED A 19% INCREASE LAST YEAR. HOWEVER, WE WERE ALREADY FAR BEHIND IN OUR APPROPRIATIONS. WE RANK 24TH IN OUR TAX BASE ABILITY BUT RANK 40TH IN OUR PER CAPITAL LEVEL OF PUBLIC SUPPORT TO HIGHER

EDUCATION (CHRONICAL OF HIGHER EDUCATION, OCT. 29, 1986, P. 1). FIGURE THREE ILLUSTRATES THAT LAST YEAR, MISSOURI COMMUNITY COLLEGES RECEIVED A 20% INCREASE IN STATE APPROPRIATIONS.

CONTINUING EDUCATION PROGRAMS WILL LIKELY HAVE TO BE INCREASINGLY FEE INCOME SUPPORTED. THE EXTENT TO WHICH FEE INCOME IS PROVIDED BY EMPLOYERS IS SOMEWHAT CONTINGENT ON TAX STRUCTURES. CURRENTLY EMPLOYERS RECEIVE A 50% TAX CREDIT FOR EMPLOYEE EDUCATIONAL ASSISTANCE, A SITUATION WHICH I UNDERSTAND WILL CONTINUE IF EMPLOYERS PAY FEES DIRECTLY TO THE EDUCATIONAL INSTITUTION.

HUMAN RESOURCES ARE A KEY TO OUR NATIONS VITALITY. IT IS UNFORTUNATE THAT WE CANNOT ENVISION MORE POSITIVE GOVERNMENTAL FUNDING SUPPORT IN MEETING THE LIFELONG LEARNING NEEDS OF SOCIETY.

SITUATION VIII--THERE WILL BE MORE ALTERNATIVES IN EDUCATIONAL DELIVERY

METHODS OF TEACHING WILL CHANGE UNDER THE COMBINED IMPACT OF THE INFORMATION SOCIETY AND THE TECHNOLOGICAL REVOLUTION. WE SHOULD BE THINKING ABOUT STUDENTS AS PERMANENT MEMBERS OF AN EXTENDED ACADEMIC COMMUNITY. WITH THE EMERGENCE OF COMPUTER NETWORKS AND TELECOMMUNICATIONS, IT WILL BE POSSIBLE TO PARTICIPATE IN AN ACADEMIC COMMUNITY THAT EXTENDS AROUND THE WORLD. PRACTITIONERS, RESEARCHES, AND THEORETICIANS WILL JOIN FORCES IN CONTINUOUS LEARNING.

CLASSROOM TEACHING WHICH HAS REMAINED UNCHANGED FOR CENTURIES WILL CHANGE. THE FORMULA HAS BEEN SIMPLE. PROFESSORS TELL STUDENTS WHAT THEY KNOW. FOR MANY REASONS, THAT FORMULA IS NO LONGER ADEQUATE. IN THE FIRST PLACE, PROFESSORS

CANNOT KEEP UP WITH THE INFORMATION EXPLOSION THEMSELVES. ONE ESTIMATE CONTENDS THAT A COMPULSIVE PSYCHOLOGIST WOULD HAVE TO READ 30-40 ARTICLES AND BOOKS EACH DAY JUST TO KEEP ABREAST OF THE CURRENT LITERATURE. PROFESSORS, AS WELL AS STUDENTS, WILL HAVE TO BECOME EXPERTS IN THE SELECTION AND RETRIEVAL OF INFORMATION. A SECOND CLASSROOM CHANGE WHICH WILL BE TAKING PLACE IS ONE WHICH WE LEARNED THROUGH ANDROGOLOGICAL RESEARCH A LONG TIME AGO; WE JUST HAVEN'T DONE MUCH ABOUT IT. THAT IS THE FACT THAT TELLING STUDENTS ABOUT SOMETHING IS A LOW POWER LEARNING DEVICE COMPARED TO INTERACTIVE METHODS VIA TECHNOLOGY AND THE INTERACTIVE METHODS WHICH ARE NOW READILY AVAILABLE.

I MENTIONED EARLIER SOME OF THE VIDEO APPROACHES TO INSTRUCTION. THE JAPANESE LAST YEAR OPENED THEIR "BROADCAST UNIVERSITY" WHEN SOME OF THE FINEST PROFESSORS IN JAPAN ARE PUT ON TELEVISION TO TEACH TO THE TOTAL POPULATION. THEY HAVE 11 REGIONAL CENTERS THROUGHOUT JAPAN WHERE CITIZENS CAN MEET IN SEMINARS AND ARGUE FACE-TO-FACE WITH PROFESSORS ON WEEKENDS. THERE IS A GOOD PROSPECT THAT MCGRAW HILL, TIME-LIFE OR SOMEONE ELSE MAY SOON HAVE AN ALL-AMERICAN COMMUNITY COLLEGE PROGRAM THAT ONE WILL BE ABLE TO BUY AT YOUR LOCAL VIDEO STORE FOR $495.50. (KELLER 1986).

A THIRD REALITY IN THE LEARNING SITUATION DEALS WITH IN-SERVICE EDUCATION WHICH IS THAT FACTS LEARNED TODAY ARE QUICKLY OUTDATED. LEARNING HOW TO LEARN, WHICH MEANS GAINING THE COGNITIVE SKILLS AND ATTITUDES THAT CHARACTERIZE THE LIFELONG LEARNER.

IN CLOSING, I MUST CONTEND THAT WHEN LOOKING THROUGH THE WIDE-ANGLE LENS AT THE LEARNING SOCIETY OF THE FUTURE, I SEE AN ARRAY OF EXCITING CHALLENGES AND OPPORTUNITIES AWAITING IN THE FIELD OF ADULT CONTINUING EDUCATION. WE MUST, HOWEVER, NOT LOSE VISION OF THE NEED TO REMAIN FLEXIBLE, INNOVATIVE AND THE NEED TO BE WILLING TO TAKE RISKS. WE CANNOT AFFORD TO SIT BACK AND FEEL GOOD ABOUT OUR PAST SUCCESSES BECAUSE THOSE SUCCESSES FOR THE MOST PART WILL NOT BE REPLICATED MANY TIMES IN THE FUTURE.

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